THE NEXT STEP FOR THE ADMINISTRATOR IN JUNIOR HIGH SCHOOL MATHEMATICS*

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From the administrators' point of view the next step in administration of high school mathematics is that of clearing the minds of many old and experienced teachers of the idea that there can be no improvement in secondary school courses in mathematics. As I see it this is the one great barrier to the advancement of the new work.

The junior high school teacher is new to the work, open-minded, and adaptible, and the better work in mathematics is being undertaken in those classes. On the other hand, not so long ago I observed a high school recitation in algebra, where the teacher expressed horror at my suggestion that the pupils might be expected to study algebra from some other reason than from a sense of duty or "to pass the Regents." Fortunately there are not many that hold to the point of view that all work in mathematics must be done from a sense of duty rather than from an appreciation of relative values.

To convert these older and no longer plastic teachers to the newer work is a tremendous problem. The steps in that conversion, as I see them, are:

I. The conversion of the licensing body so that the older teachers may know that the qualifications which they presented are no longer acceptable for those who desire to teach in high schools.

II. The conversion of the principal of the high school to the fact that his school is losing ground if it fails to try out the new work.

III. The conversion of the head of department of mathematics who plans the work in a general way and who may know that he is backed up by the principal seeking important improvements in his courses in mathematics.

IV. The appointment of a liason officer who will have authority as a supervisor in junior and in senior high schools at

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the same time. This supervising officer should make sure that junior high school pupils who have been taught the correlated or general introductory mathematics are not penalized when they reach the high school, and he should arrange to have teachers of the crystallized type visit and observe the work of the children that are doing the newer kind of mathematical work.

V. As a last step, I would propose that the teachers who will not make a study of the newer work and who persistently and consistently refuse to open their minds to new ideas be rated as unsatisfactory in instruction, no matter how well they may be able to teach the kind of work that was required ten or twenty years ago.